The Physical Educator
of
PHI EPSILON KAPPA

Volume XI December, 1954 Number 4

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
Single copies and back copies are 50 cents. *ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. LINWOOD AVENUE, INDIANAPOLIS 18, INDIANA.*

In the Editor's Corner

Some Random Thoughts

AS WE APPROACH the end of another year, this is the time to begin to take stock of our activities during the past eleven months. Have we reached those goals we set for ourselves a year ago? Have we made the progress we fully anticipated we would make? Should we continue along the same path as before, or should we make changes, and then follow the new pattern?

We are aware more than ever, of the stirring events which have occurred on national and international levels, and we realize some of the immediate, as well as long-time effects these have had and will have on our plans, our future, our very lives. Many of these things we cannot control, change, or modify, except as we help elect representatives pledged to bring this about. At the same time, we must realize that men, even those most gifted, cannot always foresee the consequences which follow as the result of decisions, especially those accepted as being the wisest at the moment. So it behooves us not only to elect the best qualified people to represent us in the national and international scene but we should also take stock of our own affairs and do our best to improve or change where this is needed.

Since most of us are professional people engaged in one or more of the fields represented by health education, physical education, and recreation, perhaps we should start there. What did you do during the past year in your school, city, college or university? Was anything unusual, different, or highly significant accomplished? Did changes occur in your program, your curriculum, your facilities, or your methods which increased the contributions to those you serve? We are in a service profession, of course, and unless we give as we guide, lead, direct, and teach, we are not giving the service we are pledged to render.

If you can answer "yes" to any of the questions raised in the preceding paragraph, then YOU are the person the balance of this statement is especially directed toward. We want short articles, a thousand to two thousand words, on down-to-earth, grass-roots projects and progress, with emphasis on "how we do it". * * * Perhaps the following suggestions from a recent issue of the **Monthly Letter** of the Royal Bank of Canada, Montreal, may help you and others who should write for publication, but who hesitate because of lack of experience.

"Before you write for publication, consider three points: Your purpose in writing; the reader's purpose in reading; and the publisher's purpose in publishing. If what you have in mind satisfied those three purposes, then write!

"Nothing is particularly difficult if you break it down into small jobs. Writing lends itself admirably to such treatment.

"A simple slogan to remember is 'Have something to write; write it; end it'. Another 'Use enough details so your reader will know what the article is about.' You can carry brevity too far.

"To make it easy for your reader, stick to your subject.

"There are three literary forms to bear in mind: intellectual moral, esthetic. Under the first, the writer will detect the possibility a situation holds for writing about it interestingly. Through collection of material and thinking about it, he will prepare an orderly array of facts and thoughts.

"The moral form demands sincerity; not honesty only, but a strong desire to do the job so well that he conveys his vision and conclusions to the reader in clear and convincing language.

"The esthetic form demands that he incorporate beauty in his writing, beauty of language, of construction, of illustration, of exactness.

"Skill in writing means ability to present a subject accurately and vividly. It is here that the genius of a writer shows itself. The soul of a craftsman cries out against stringing together words and phrases without caring about the communication of ideas.

"Where does vividness come from? No essayist is worth his salt who does not keep fresh in his mind that the revealing incident and the illuminating flash are far, far better than the roll of drums in conveying ideas.

"Good writers begin at the point of the reader's interest. Some authors, full of their own thoughts, have produced articles and books which are almost 'confidential'. They wrote for themselves, not for their readers, and insisted with dignity that those who wished would find their way through the maze of words. (The writer could be referring to the 'gobbleygook' so prevalent in educational circles, the tendency to use long, and often strange words, when simple, direct language is always the best.)

"As A. P. Herbert put it: 'If you want to feed the birds, you do not insist they walk in the front door."

C. O. Jackson

Some Basic Beliefs Concerning Physical Education: An Educational Credo

Charles C. Cowell

THE BODY of ultimate presuppositions and principles which determine our thinking and actions represents our philosophy—our basic beliefs. When one sees what goes on in some gymnasiums and on some athletic fields in the sacred name of education, we realize that many of our professional group have not yet evolved a satisfactory value system—a philosophy of physical education. However, as we read comments concerning general education in our lay magazines we realize that we are not alone in this difficulty. The fact that many criticisms lack validity should only force us to continue to examine more carefully the *bases* for our beliefs. Our fundamental beliefs, convictions and underlying values as physical education teachers are *basic* to curriculum construction, athletic policies—*everything* we do professionally.

One's philosophy determines the *kind* of physical education program he will have. It determines the ideas to which he will attend and those he will reject. It determines what physical education *means* to him. A professional quote states that "a hypothesis is a guess, a theory is a *good* guess and a law is a guess you can prove." No school, no program of physical education can succeed without a coordinating philosophy—a system of value judgments, basic beliefs, ideals by which we criticize and clarify our aims and purposes and determine *what* and *how* we teach. The soundness of our philosophy will be determined by the validity of the principles we accept as guide-lines.

The following statements should be examined critically in order to determine their acceptance or rejection as values. In no sense is this list to be considered comprehensive, either as to categories or quality of items:

The Nature of Democracy

1. A type of social organization which induces individuals from their own choice and by their own self-direction to work together for common ends and mutual understandings and yet encourages the uniqueness of individuals and the development of significant personalities.
2. The social process by which people create and control their government.
3. A way of living together in which everyone is expected to *think*, to say something and to do something about almost everything. In other words, everybody is expected to consider, to choose between alternatives, to reach conclusions, to vote.
4. A type of social organization which is concerned with the development of *people* and is concerned about the quality of people's experiences.
5. A type of social organization which insists that *thinking* is the method, not only of deciding what to do, but also for improving and extending the beliefs by which we live so that we may make changes in our way of life whenever these become necessary.
6. The intelligent cooperation upon which the success of a democracy depends must be learned in the school. This is our justification for an elaborate system of education at public expense.

The Nature of the Individual

1. The biological conception of education is basic. All organisms have needs and meet their needs by the process of adjustment. The basic biological needs (unconscious purposes) of nutrition, rest, activity, protection from pathogenic bacteria, etc., are fundamental. In our culture the psychogenic needs of the individual (conscious purposes) for recognition, new experience and adventure, achievement, mastery, group status and similar needs become potent directional forces. The good physical-education program does *not* ignore these needs.
2. The individual is indivisible. In every school task, intellectual, emotional, and volitional processes play a part. The motor, social, emotional, and intellectual development of children are highly interrelated; one aspect of development has its influence upon other aspects.
3. Development is the expression of heredity in a favorable environment. The pupil should be compared to a growing plant rather than a piece of clay to be molded.
4. Although man exhibits all the needs of lower organisms, he alone has the ability to reason, has creative ability and makes moral distinctions.
5. Nature expended great energy to make people different. Each pupil has unique potentialities; he is different from anyone else and therefore has separate and distinct learning needs and therefore needs different types of learning activities. The function of education is not to "iron out" these differences but to develop the unique potentialities of individuals so that society may profit thereby.

The Nature of the Learning Process

1. Education is a dynamic process going on in response to inner needs and by means of self-activities. In the last analysis "no one can educate another."
2. Thinking grows out of action. A problem is a situation for which we, at the moment, have no ready answer. Tensions are built up in the direction of possible goal satisfactions or solutions to problems. Conversely, revised action should grow out of thinking. Education is "the marriage of thought and action."
3. Purposes as long-range motives are both the starting point of human activity, and the end toward which it is moving. All learning is related to something—a goal or a significant end. We learn those things which are significant to *us*.
4. Motivation is the act of enhancing learning by creating the condition within the individual which results in specific goal-seeking behavior in the direction of satisfying such motives as the desire for achievement, recognition, self-esteem, and belonging.

5. Learning is always multiple and is a total response to a total situation. For example, while we learn the skills of baseball, we are at the same time developing general principles, understanding, concepts, meanings, habits, ideals, interests, attitudes and appreciations.
6. Method—how learning experiences are organized—is a most important factor in determining learning outcomes.

The Nature and Purpose of the School and Its Curriculum

1. The American public school must be the great common denominator where children learn to live and work together, providing a common core of traditions and values, and a loyalty to the processes of free discussion, criticism and group decision.
2. The school has a dual responsibility. It must firstly be the guardian and developer of individual personality, develop the potentialities of the individual to solve problems, to grow and meet his needs. Secondly, it must develop the individual for social living, to teach him to live with others and adjust himself to them by working together for common ends.
3. The school should provide a series of rich and meaningful experiences that advance the ideals of the democratic society which maintains it.
4. The function of the school is to place the individual in learning situations so that he may be better qualified to make adjustments to live a happy and meaningful life among his fellowmen.
5. The curriculum is a series of rich and guided experiences with some definite order of priority and directed toward the achievement of certain objectives.
6. Physical-education activities by themselves cannot be considered as curriculum content but the *learnings* which result from experiences in these activities may be so regarded.

The Nature of Pupil-Teacher Relationships

1. The teacher should be a guide—a development supervisor—rather than a task-master. Teaching is the guidance of human growth and development.
2. The good physician treats the patient, not the disease. The good instructor teaches the student, not the subject-matter. What Johnny does *to* the ball is important, but what the ball does *to* Johnny is the important thing.
3. Teaching is the contact between a personality and a group of personalities in which the imparting of knowledge is less important than the *meaning* which the teacher gives to the facts by his attitude, interest in his task and the "emotional climate" he creates in the gymasium or on the athletic field.
4. The teacher is a guide and hunter leading the pupil to adventure and new experience but he lets the pupil "bag the game."
5. The mental hygiene approach to learning is most significant. The acquisition of "subject matter" or basic attainment in any learning situation is highly related to the teacher's ability to encourage feelings of security and individual success as well as shared experience and opportunities for personal and social adjustments.
6. Our task as teachers should be dedicated to the principles of self-understanding, self-determination and self-direction on the part of our pupils.

The Nature of Organization and Administration

1. Administration is the process of directing organized efforts toward accomplishing one's educational objectives.
2. The function of administration is to "enable the right pupils to receive the right education from the right teachers—under conditions which will enable the pupils best to profit by their training." (Sir Graham Balfour)
3. Administration involves planning, organizing, directing, coordinating and appraising or evaluating the program of physical education activities.
4. Policies (school health, athletic, etc.) are basic agreements made after considering all of the most valid evidence available. If democratic, their formulation will include those people who are to carry them out.
5. Organization, while not forgetting the *common* educational purposes of the school (health, character, guidance, etc.), facilitates the division of labor and the proper adjustment of relationships between human beings in an effort to accomplish specific chosen objectives.
6. Recognition of the nature of the physical, emotional, mental and social growth of boys and girls should receive consideration in organization.

The most important thing about any teacher is his philosophy. Whether or not he has ever heard the word, one's philosophy sets the scale of values and shapes the pattern of what he thinks and does. For the administrator his philosophy will determine how effectively he mobilizes the resources—both human and otherwise—for the kind of educational program he idealizes. For the teacher, his philosophy clarifies ideas and meanings of the nature of society, the individual, the learning process, the goals of education and a host of other action plans for turning what *is* into what ***ought*** to be.

My Professional Creed

I am first of all a teacher—a leader, not only a technician.
I believe my profession is vital and that I can assist in its growth.
I believe that there is good in every one.
I believe that I shall grow in my profession by continuing to study and to learn.
I believe that an undestanding and appreciation of other related professions is essential.
I believe my work will help to build stronger and healthier Canadians.
I accept this challenge and all the responsibility involved.

—Prepared by the Women's Athletic Committee, as printed in the March issue Journal of the Canadian Association for HPER.

The Practice of Physical Education in an Informal Setting

Berthold Demsch

THE MOST SENSITIVE physical educators are beginning to understand the group work method in physical education programs and are striving to use the best features of this plan in the total informal recreational agency program. Hilda Kozman[1] points out the desirability and advantages of an integration of group process and physical education on the informal as well as the school level. The American Association for Health, Physical Education and Recreation also devotes a section in its first yearbook to group work and emphasizes the trend from a curriculum-centered to a person-centered program.[2] These point up the need for a more conscious use by the physical educator of the group guidance process.

The Max Straus Center of Chicago, a professional group work agency, has devoted much staff thinking to the group process and physical education function within the program. The physical education emphasis at the Max Straus Center is based on the following principles:

1. To create an awareness that physical well-being is the basis on which all purposeful activity is cultivated.
2. To foster situations where the individual can understand how he relates to others in the group and where he can appreciate his role in the activity.
3. To provide experiences that are commensurate with accepted emotional development.
4. To instill the idea that the wise management of leisure time requires thought and a wide range of interests.
5. To instruct in immediate skills for success; but simultaneously to initiate activities that can be carried on with satisfaction long after immediate contact with Center personnel ends.
6. To develop a program that not only parallels but gives direction to other agencies engaged in promoting physical education.
7. To synthesize the health and physical education program with good group-work aims and methods.
8. To provide for periodic evaluation of program development, analyzing its content with respect to objectives and goals as originally conceived.

[1] Hilda Kozman, *Group Process in Physical Education.* New York: Harper Brothers, 1951, p. 188.

[2] *Developing Democratic Human Relations.* American Association for Health, Physical Education and Recreation. First Yearbook, 1951.

Center boys who participated in "ten bucket" series.

Although the concepts worked through by staff discussion appeared sound in theory, it was only in the crucible of experience that the staff felt the principles would have any meaning. The following areas describe how an integrative program of physical education and group work should function to allow for greater membership satisfactions:

1. Uses of games in meeting individual needs through the group.
2. Staff cooperative planning in meeting individual needs.
3. Helping groups to affiliate with the Center through physical activities.
4. Opening new program horizons through the group process in physical activities.
5. Community Center cooperation with public schools during school vacation programs.

A few examples of physical education practice in the Center setting will be presented to pin-point use of the group work method. Rosalind Cassidy expressed the spirit of these illustrations when she said:

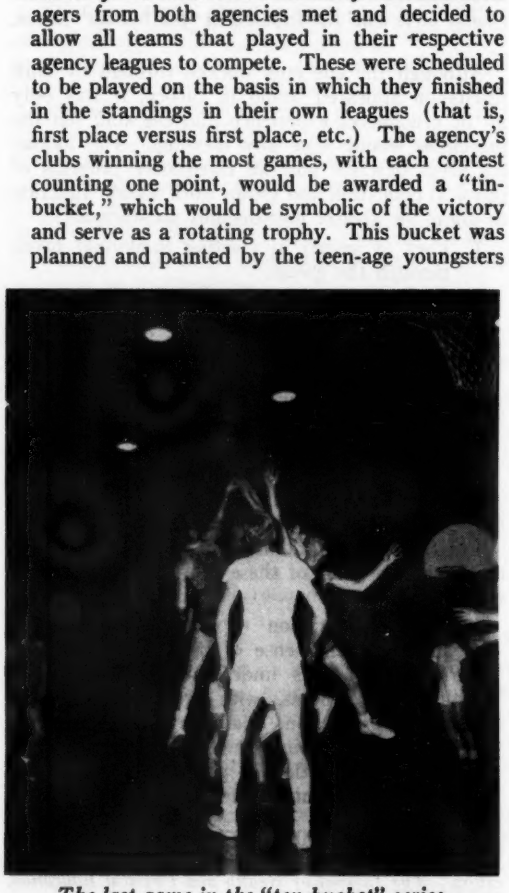
> Physical education experiences can supply loyalties and the sense of belonging, goals and purposes for one's undertakings, identification with group process, with group support and approval, expression, relaxation, fun, happiness, skills, and tastes in recreation. . . . We must give better education in physical education for the conscious control and management of the self.[3]

[3] Rosalind Cassidy, "New Directions in Physical Education." *The Journal of Health and Physical Education.* 19:1948, 646-47, 694-95.

HELPING GROUPS TO AFFILIATE WITH THE CENTER THROUGH PHYSICAL ACTIVITIES

Situation: In a regularly scheduled conference, the program director and the physical education director were discussing some of the major areas in which the Center might help the membership in a more positive affiliation with its objectives. How could this be done through the groups and still have them maintain their strong status within the Center?

Process: The discussion centered around the possibilities of the Center group clubs playing a basketball series with group clubs from a neighboring Boys' Club. The physical education worker discussed this with the teen age group worker and it was presented at the meeting of the membership's Athletic Council. The membership was eager for this affair and contacts were made by the workers with the Boys' Club. Teenagers from both agencies met and decided to allow all teams that played in their respective agency leagues to compete. These were scheduled to be played on the basis in which they finished in the standings in their own leagues (that is, first place versus first place, etc.) The agency's clubs winning the most games, with each contest counting one point, would be awarded a "tin-bucket," which would be symbolic of the victory and serve as a rotating trophy. This bucket was planned and painted by the teen-age youngsters and it had real meaning to them. Plans were also made to conduct a dance at the conclusion of the series, at which all the participants were to be introduced and the "bucket" presented. The physical education workers of each agency gave their technical skill in the planning, working side by side with the group workers and members of the clubs.



The last game in the "ten bucket" series.

Outcome: The results of the event were as follows: (1) an opportunity for clubs to maintain their own individual status while at the same time identifying with their respective agencies (2) an opportunity for those clubs who finished near the end in the regular season's play, to compete on a basis upon which the outcome of their games were just as important as the first-place teams' game (3) an opportunity for the staffs of the agencies to work together (4) an opportunity to expand an athletic activity into the planning of a social affair as the dance (5) an opportunity to integrate the physical activity with the general-teen age program (6) an opportunity for the membership to make new friends on an athletic as well as a social basis.

To say that this was a pure physical education or group work effort is being short-sighted. It was the combined efforts of both that enabled the membership to achieve a more satisfying social experience.

COOPERATIVE EFFORT OF PUBLIC SCHOOLS AND A COMMUNITY CENTER

Situation: The physical education committee of the Center Board, made up of lay people interested in the community, was discussing the annual winter school vacation period and the possibilities for new areas of program. On this committee was a physical education teacher in one of the local elementary schools. He suggested that the committee might look into the possibilities of a volleyball playday for the elementary school girls of the community during the vacation. A sub-committee was appointed with this teacher as chairman to contact the local school principals and physical education teachers and to feel out opinion. Report showed that the teachers and administrative officers were heartily in favor of such an idea.

Process: The Center physical director and the committee sat down and began to organize the mechanics for such a playday around the following purposes: (1) give the girls an opportunity to represent their schools in an organized activity, (2) provide a socializing experience where they can meet girls of their own age and grade, (3) give an opportunity to achieve some recognition

Social following "ten bucket" series.

among their peers, (4) help the girls experience a community project between the school and a social agency in the neighborhood.

The mechanics of play agreed upon were as follows: (1) invitations would be sent to the seventh and eighth grade girls through their physical education teachers, (2) schools would be limited to twenty-four girls or two teams, (3) play would be on an elimination basis with a consolation league for its first round losers, (4) this is not an attempt at determining "champion" but is sponsored as a professional social group work service in cooperation with the teachers of physical education.

Four schools (only four were invited) entered two teams each, and the ninety-six girls were given guest memberships to the Center for the three-day affair. There were socials and cokes for all girls throughout the meet, and beautiful identification tags made by the girls were given to all. Members of the Center's Woman's Council served refreshments and acted as hostesses. After the first day of play—it was interesting to see the new relationships developing, as the girls in their games and socials discussed mutual friends and interests. Many of the teachers attended the games and took part in the social hour.

Outcome: The following points stand out through this entire process: (1) the initiative came from a committee composed of civic minded people who support the Center, (2) preliminary contacts were made to make sure that the playday was acceptable to policy of the public schools, (3) objectives were determined by the physical education committee with the guidance of the physical director, (4) the playday was supported by rich socializing experiences, (5) there was a follow-up evaluation involving the Center physical education committee and the physical education teachers to measure the effectiveness of the activity, (6) the playday was a bit of community pioneering along the lines of community experiences for elementary school children, (7) the active cooperation of lay committees, teachers, Center staff and principals did much to help these people enjoy a happy social type of athletic program.

CONCLUSIONS

The examples presented point up the need for a physical education practice on a more consciously controlled level. From the previous statement and case material it becomes apparent that physical education as practiced in the informal setting, and even in schools for that matter, is under continual exploration for insights that can make it more commensurate with the philosophy of today's education. A real challenge faces those workers in the informal recreational setting as they test daily the psycho-social factors of human behavior in program development. All of us can contribute to this store of knowledge by directing our efforts in the desired direction and by recording significant findings.

The experiences of the physical education and group workers at the Max Straus Center have ramifications for all professional and lay leaders committed to the informal recreational agency program. Both the group work staff and physical education staff need to have a clear understanding of the educational and social values of physical education which go beyond acquiring athletic skills. In conclusion it might be helpful to workers as they develop this integrated program to seek some answers that the experiences of the Max Straus Center highlight, namely:

1. How can democratic group work methods be introduced into the physical education program?
2. Where in the Center program can the group work method be made applicable to the physical education emphasis? What are its limitations?
3. What skills and attitudes are necessary for the physical education teacher to have in an integrated program in a community center or in a school setting?

Perhaps your situation does not lend itself to such complete group planning as just discussed. It is likely, however, that all teachers, whether in a center or in a school can and should place increasing emphasis on a pupil-centered program for best results in a democracy.

Recreation and the Aging Process

James A. Baley

IN RECENT YEARS considerable alarm has been expressed over the increasing proportion of older people in our society. This concern has expressed itself in numerous ways. The relatively new medical specialty, geriatric medicine, has approached the problem principally from the standpoint of relieving pain and bringing about a survival level of physical efficiency. Social security measures provide older people with a minimal standard of living. The sociological and psychological points of view emphasize the problems of readjustment. Few studies have emphasized the desirability of establishing physical fitness, health, and recreational habits which would sustain an individual's mental and physical health status at a high level until relatively advanced age. We don't become senescent or senile overnight. The biological changes of the aging process occur slowly day by day, hour by hour, minute by minute.

If these older people were healthy and able to contribute fully their wealth of knowledge and experience, their increasing numbers would not pose a problem. However, statistics show that they are not at all healthy as a group. A man in his forties or fifties, disabled for years by arthritis or cerebral, peripheral, or coronary arteriosclerosis, is a far greater social loss and heavier burden upon his immediate family and society as a whole than a man who dies immediately. The cost of these chronic diseases of middle and old age must be measured by more than mortality tables.

A Challenge

Can the physical education profession whose tools are sports and physical activity make any contributions in this area? If it can, the scope of physical education will be greatly enlarged since that portion of the population under twenty years of age represents only a fraction of the total. Several studies have shown that middle aged men, just as younger men, can improve their physical fitness status as indicated by tests of muscular strength, power, endurance, agility, cardiovascular and respiratory efficiency through a program of progressive physical exercise.[1, 2]

Carl Diem[3] reporting on the influence of age upon competitors in the Olympic Games pointed out that there have been many champions over the age of thirty. In the 1936 Games 16.2 per cent of all participants were over 30 years of age. The Swede Lidman ran the hurdles in the 1948 Olympic Games in 14.3 seconds at the age of 33. The Greek discus thrower Syllas and the Italians Casolini and Tosi who competed in the 1936 Games bettered their throws in the 1948 games. Syllas was 34 and Casolini and Tosi were both over 40 at the time of the 1948 games. The Finnish gymnast Dr. Savolainen at the age of 45 put in an outstanding performance.

Almost everyone has read of the exploits of the "Grandfather of Swedish Sport," 66 year old Gustav Hakensson who was not permitted to compete in the Swedish cross country bicycle race because of his age but nevertheless participated unofficially and went on to win the grueling race. Diem goes on to cite outstanding athletic performances of many other middle aged men. Yet most men over the age of 30 feel they are too old to participate in such games as handball, softball, swimming, tumbling, apparatus stunts, cycling, and so on.

The Problem

Most men will not perform as well after thirty as they did at twenty years of age. The reason for this is only in a small part due to the wear and tear of the added number of years lived. The principal reason is that the responsibilities of marriage and earning a living have prevented these men from expending the time necessary to sustain a high level of physical efficiency. This should not be sufficient reason to cease all physical activity or to deprive oneself of the health building benefits of this physical activity. Adult men need to be told, just as we tell our college students, that good health and a high level of physical fitness will be reflected in increased efficiency and effectiveness.

Biological age may be lesser or greater than chronological age. It depends upon how we care for our body which not only houses our mind but is as much a part of it as it is a part of the body. What is most needed is education in and the development of a rational attitude toward physical activity. There is a need to realize and to accept one's limitations gracefully. Men of middle age

[1] Dawson, P. M., "The Influence of Aging on the Power and Endurance of Man," *Research Quarterly of the American Association for Health, Physical Education, and Recreation;* May, 1945, pp. 95-101.

[2] Latham, Darrell, "Report on the Physical Fitness Program for Univ. of Illinois Fireman," University of Illinois, Unpublished Report, 1945.

[3] Diem, Carl, "Age and Physical Performance," *The Physical Educator;* Dec., 1952, pp. 110-112.

and beyond must learn to enjoy sports participation because of the joy of physical activity rather than to use sports to show their superiority over other men as the younger men enjoy doing.

Everyday Living

Few men over the age of thirty have Olympic aspirations. Few have a desire for strength, power, or endurance beyond that needed to meet their daily needs in their homes and on the job. These men will feel they are expressing mental acuteness when they ask: "Why should I exercise?" It is indeed difficult to answer this question if we regard the benefits of sports and recreational activities as only or even primarily, physiological. A number of psychologists and psychiatrists writing on the mental and psychological problems of older people, point out that the tensions, conflicts, and emotional strains which are concomitants of a complex civilization can and do cause a number of physical ailments such as hypertension, cardiac trouble, ulcers, and other ailments. The incidence of these chronic ailments is known to increase with the age of the subjects surveyed. Dunbar Flanders indicates one of the reasons for the increasing frequency of the chronic ailments. He writes:

> The advances of public health have banished epidemics; medical progress has taught new cures for once deadly diseases; millions are spared to an age when the most successfully buried mines of childhood are likely to explode, to an age when they are susceptible to the chronic and predominantly psychosomatic diseases. [4]

Release of Tensions

If these chronic ailments can be caused by conflicts, tensions, and emotional strains, then recreational activities can decrease the probability of these ailments by releasing tensions and strains and by offering socially acceptable outlets for these conflicts, tensions and strains. The V. A. Mental hospitals throughout the country have proved the therapeutic values of physical activity. In addition to exercise rooms where barbells, gymnastic apparatus and softballs are provided for the use of patients, they have erected striking bag platforms throughout the grounds. They will tell you that the patients with guilt feelings strike the bag in a steady rhythmic manner to the point of exaustion as though punishing themselves, while those with aggressive tendencies strike the bag as though they wanted to knock it off the platform. Are they not securing vicarious revenge against an unjust society in so doing? For these patients, the physical activity of striking the bag is a therapeutic procedure. They are able to maintain that all important internal balance. Perhaps if the procedure had been applied sooner, they would not be living in their present quarters. We use physical activity not only to correct postural and other physical deviations from occurring. Why limit physical activity in the mental area to its corrective aspects? Why not also consider its preventive potentialities deviations from normal, but also to prevent these in the mental realm as well? A number of psychiatrists believe that a wholesome recreational life could decrease the probability of commitment to a mental institution and at the same time, decrease the probability of suffering from some psychosomatic ailment.

The Situation

Obviously, men will not change their recreational habits simply because someone has presented evidence, regardless of how convincingly, that it would be wise to do so. Recreational habits are a long time in forming and cannot be changed overnight. It is necessary that the recreational life be viewed as a continuim. These habits must begin their formation during high school and college or early adult years.

Mental attitudes toward one's self and toward external objects are undoubtedly important factors in determining the course of action men will follow. If success is to be achieved in educating adult men to use their leisure time for physical activity and sports, it is necessary that first the attitude many of these men hold about themselves and recreational activities be changed. Men beyond thirty years of age must become convinced that just because they cannot perform sports as well as they did when they were in high school and college, this does not rule out sports for them. Often it is a question of relative values. Many men are totally engrossed in the effort to make more money, taking little time to live each day and deferring their pleasures until after they have achieved economic security. If these men valued material wealth less and a satisfying, enjoyable life more, perhaps they would not say as they frequently do that they haven't time for recreational activities. The first problem then, is to convince these men that an outlay of time to pursue recreational activities is worth both the time and the money. They must be convinced that planning the use of their leisure time for years ahead is just as essential to a happy, satisfying, and successful life as is planning their professional or business life. They must also be shown that physical efficiency can be improved at any age and that with increased physical efficiency, work efficiency will also be increased.

Planning Recreation

Planning the recreational facet of a man's life should take due consideration of the probable changes in his physiological, mental, and emotional make-up. This is not to say that men should

[4] Flanders, Dunbar, *Mind and Body; Psychosomatic Medicine*, New York: Randon House, 1947. p. 150.

always be preparing for the future years because then they could never enjoy the present, but on the other hand they should not hang on to recreational activities from which they are receiving diminishing pleasures. For example, a man whose recreational activity is fancy diving will realize that the physiology of the aging process will prevent him from continuing this activity for the rest of his life. Sometime before this activity begins to become too strenuous for him he should set aside some time to learn another activity which does not make such demands upon fast reaction time and neuro-muscular coordination—characteristics of youth. Tennis or golf might be good interests for him to acquire at this time.

The preferential interests of the individual should, of course, be the most important factor in the selection of activities. From the fitness standpoint, he should not try to move too rapidly toward the more sedentary activities but should try to maintain his physical condition at such a level as to be able to enjoy the more vigorous activities for as long as possible.

Once physical condition has regressed to the point where exertion is felt on climing the stairs, it is unlikely that a feeling of enjoyment and satisfaction will be experienced in swimming, bowling, or golf. Under these conditions it is difficuilt for a man to really enjoy any sport. When a man, once fit and interested in sports, allows himself to get out of condition, he finds sports less pleasurable, engages in them less frequently, and so falls further toward physical unfitness. The vicious cycle begins! The guiding principle should be not to allow one's physical condition to regress to this level.

Some Specific Suggestions

If adult men are to utilize sports as one medium to maintain physical, mental, and emotional fitness, they should:

1. Know what physiological, mental, and emotional changes can be expected as one grows older and realize that chronological age and biological age are not the same; that some individuals age more rapidly than others; that we have some control over the rate of aging; and that various organs age at differing rates, some beginning to age at birth.
2. Develop the attitude to accept these changes gracefully knowing that there are always many other beneficial, interesting, and challenging recreational activities which can be learned to take the place of those which have served their usefulness.
3. Possess the interest, desire, and determination to continue learning new sports and sportslike activities.
4. Possess the desire and determination to keep themselves mentally and physically fit knowing that this is their obligation to society in return for having been given more years in which to live.
5. Possess the desire and determination to maintain a wholesome balance between work, rest and play, realizing that all three are essential to a happy, satisfying, and successful life.
6. Possess the determination to plan their recreational life for years ahead rather than to take on recreational interests haphazardly.
7. Engage in a minimum of two sports or sportslike activities at the same time—one or more representing their current interest and the others representing interests which are in the process of development for major enjoyment in coming years.
8. Know where local facilities for the various recreational activities are located.
9. Know where information can be secured about recreational activities in which they might become interested.
10. Possess the desire to interest and instruct others in the sports with which they are familiar.
11. Be willing to serve on community health and fitness committees and to contribute in other ways to the maintenance of mental and physical fitness.
12. Engage in recreational activities throughout the year.

Golf is a fine and popular sport but in most sections of the United States can be played only during the warm months. Men who play golf or engage in other warm weather sports should also learn and engage in one or more winter sports such as bowling, ice skating, batminton, handball, or squash.

The individual who engages in a broad, well selected recreational participation seldom has many mental, physical and emotional adjustments to make as he grows older. He learns to live as he lives. He plans for later life now.

Builders or Wreckers?

I watched them tearing a building down,
A gang of men in a busy town;
With a ho-heave-ho and a lusty yell
They swung a beam and the side wall fell.
I asked the foreman "Are these men skilled?"
He gave a laugh and said: "No, indeed!"
Just unskilled labor is all I need.
I can easily wreck in a day or two
What builders have taken a year to do!"
And I thought to myself as I went my way,
Which of these roles have I tried to play?
Am I a builder who works with care,
Measuring life by rule and square?
Am I shaping my deeds to a well made plan,
Patiently doing the best I can?
Or am I a wrecker who walks the town
Content with the labor of tearing down?

—Author Unknown
Kentucky High School Athlete

The College Periodic Medical Examination

Nelson Walke and Nathan Doscher

THE PURPOSES of the college medical examination are:

Preservation of health, detection an amelieration of health disorders, inculcation of a habit of individual periodic medical examinations, reliance upon recognized, competent advisors in health matters and the development of a scientific health attitude.

The men's division of health and physical education at Brooklyn College provides a series of medical examinations well designed to achieve these purposes. Through efficient planning, each of the four thousand males in the college is given six to eight medical examinations over a period of four years. These examinations are integrated into a total program designed to produce a healthy citizen capable of influencing the community along the pathways of happy, effective living.

Upon college entrance all freshmen receive a thorough medical screening and thereafter each student engaging in athletics must be examined before the start of each season. In addition, each student participating in physical education courses, which are required in the first six semesters, is examined during all of these periods and every senior must receive a medical check-up before graduation. Thus through actual experience, there is impressed upon the student the relationship between medical certification and physical activity, and the value of continous guidance of a qualified health advisor in the efficient management of daily living.

The Freshman Examination

The administration of the freshmen medical examination, wherein six hundred to one thousand students receive through inspection and health advice in a period of two or three days, is a cooperative enterprise involving the permanent health staff of the college, additional physicians, special technicians, and students majoring in health and physical education. The staff which examines the incoming freshmen consists of

1. A team of examing physicians,
2. A team of examining dentists,
3. A team of examining ophthalmologists,
4. A team of college health education professors trained in the techniques of: blood pressure testing urine analysis anthropometric measurement vision testing and photography
5. A team of health education professors expert in administering various tests of physical capacity
6. A team of students majoring in health and physical education who serve as clerks in recording the findings of doctors, dentists, professors, and specialists
7. A team of x-ray specialists
8. An occasional team of special examiners
9. A team composed of staff physicians and professors who coordinate the findings of the various examiners and arrange for all necessary follow-up measures
10. A team of professors who serve as expediters in keeping a smooth, working discipline among the students as they pass from examiner to examiner.

Physical Plan for Freshman Examination

This freshman medical examination, the first step in the establishment of a habit of periodic check-ups, is arranged for on the ground floor of the gymnasium building. With very simple rearrangements several classrooms, the permanent medical office, a small infirmary, and a special exercise room are converted into examination stations. The students come in at a rate of about fifty to seventy-five an hour and are so distributed that only a small number are examined at each station at one time. The freshmen go from station to station until each has received a complete examination.

Medical History and Orientation

The examination is initiated when all fifty students are seated in a classroom designated as station 1. Here a professor guides the students in the preparation of the medical card. Each freshman enters appropriate data in answer to questions on medical history. A photograph of each

Medical History and Orientation

Correlation of Findings

student is also made and appended to the medical card at a later date. Before they leave this station a professor briefly describes the series of examinations to follow. Upon completion of this task the students are divided into small groups and report to various stations, and are directed from point to point by the expediters.

Scope and Procedure

The first four stations in the examination are: blood pressure, urinalysis, vision, and dental. The students go from station to station until these four tests are completed and then enter a large room in which they undress, have their chests x-rayed, their height and weight recorded, and their medical status thoroughly checked. They are then given swimming tights and proceed to the swimming pool and gymnasium for exercise and recreation classification.

The Examination Stations

The procedures at the various stations are described briefly and best in tabular form as follows:

Station Number	Procedure	Value
1. History	Students list past medical disabilities and daily living habits	Assists in prognosis and diagnosis
2. Blood Pressure	Sphygmomanometer	Student learns of relationship of blood pressure to health; assists in classification
3. Urinalysis	Test tube checks for sugar and albumin by means of tablet reagents added to single specimen of urine	Assists in detection and diagnosis of diabetes and nephritis, which are among the ten leading causes of death
4. Vision	Snellen, Ishihara and ophthalmoscopic examinations	Orients students in care of eyes; determines condition of eyes; promotes remedial action for defects
5. Dental	Dentist examines teeth	Provides for follow up; promotes regular examinations and continuous care
6. X-Ray	Professional plates prepared	Detects tuberculosis cases
7. Height-Weight	Scales and stadiometer	Yields information on nutritional status
8. Occasional special tests	Examples: (a) Podiatrists (b) Sheldon body build tests	Condition of feet is determined by Podiatrists Society of N. Y. Sheldon included one freshman class in his experiments; this and other occasional tests contribute to establishment of scientific foundations for health
9. Medical	Physician's check on all vital organs	Determines total health status; assists in exercise claissification; promotes understanding of relationship between frequent check-up and optimum health
10. Physical classification	Swimming and athletic achievement tests	Allows for individual teaching and provision of activities to augment recreational abilities
11. Visé	Staff of professors and permanent college physicians	Establishes health orientation, exercise classification, and provision for follow-up

An extra word about the occasional special examination is appropriate here. Sometimes these are performed in cooperation with natural or local health research. For instance, Sheldon conducted some of his now famous stature examinations among Brooklyn freshmen. The New York Association of Podiatrists has conducted surveys of the condition of feet among the entering students. In other situations the college physicians have conducted special fluoroscopy tests in connection with local hospital research.

Correlation and Continuation

Much curiosity aroused by the examination questionnaire on medical history and living habits is resolved through a course in health education required of all students. In the recitations comprising this course the various aspects of genetics, family living, community health, nutrition, rest, recreation, and proper medical aid are related to wholesome living. Each student is encouraged to bring his health problems to his advisor.

As significant as the formal health education is the appointment for a medical examination which each student makes in most of his remaining seven semesters at the college. This medical appointment is an important device in establishing the individual habit of periodic medical examination. This annual or semi-annual re-examination is performed by the five members of the permanent medical staff. Four students are examined in each hour. The examination is a thorough screening and references to private physicians are made for necessary follow-ups.

In addition to periods for medical examinations, there are times for consultations set aside each day by the permanent medical staff. The work in these consultation hours is twofold. First, all follow-up work resulting from freshman examinations and later examinations are performed. The student brings in his note from the outside physician indicating the degree of progress and

One of the Examining Stations

the college physician checks the student to verify the report. Secondly, any student who has a medical problem may make an appointment for an interview and examination during these consultation periods. It is through these consultations that the past medical record and health history looms so purposeful and the wisdom of having it noted corroborated. The effectiveness of these continued medical examinations and consultations in establishing individual habits of periodic medical examinations and as techniques of preventive medicine is inestimable. One of the proofs of the need of continuous medical examinations lies in an excerpt from the 1953 report of the College Medical Department on the results of the examinations during the Fall of 1952. "Of 687 freshmen who were examined only 70 were found with *no defects*; of 1494 students given routine regular re-examinations, only 126 were with *no defects*." The status of the human being in civilized society changes from day to day and only the eternal vigilance afforded by the continuous, thorough medical examination offers some guarantee of optimum individual health. This is the important axiom of health which is thoroughly established in the mind of the college student through the periodic medical examination.

Lifter or Leaner?

A popular rhyme runs, "Across the nation, two groups can be seen, the people who lift, and the people who lean." Some dedicate themselves to the improvement of their own character and the enrichment of society. They are the world's builders and benefactors. Others, like clinging parasites, live off the achievements of others. They are life's hitchhikers. Man does not rise to his full stature till he discovers the great truth: I am here to give not to get. How can teachers who lean on their professional organizations, while others pay the dues and do the work, be awakened to the joy of being lifters?

—Joy Elmer Morgon

A Brief Consideration of the Use of Cardiovascular Tests of Fitness in Physical Education

Kenneth D. Miller

SINCE THE EARLIEST part of the century students have attempted to devise measures of the implied relationship between general physical fitness and the circulatory system by means of observations of heart rate and blood pressure variations. A profusion of tests of condition based upon circulatory adjustments have resulted from this concern.

In spite of this relatively long period of interest, however, cardiovascular tests have not generally been accepted by physical educators outside of the research laboratory. This situation is due, among other causes, to the fact that the physical educator is not a physiologist. Interpretations of cardiovascular efficiency are beyond the province of the typical school teacher, and a natural disinterest in this type of test is, perhaps fortunately, rather general.

Another reason for this lack of acceptance is a skepticism, on the part of experienced people in the field, of the concept of a test of general condition. The practicing teacher or coach observes daily that performance fitness is not general. The athlete who is able to swim 440 yards adequately in competition without undue fatigue is certainly in good condition, yet this man will not necessarily, because of that particular fitness, be able to wrestle for nine minutes, or play forty minutes of fast basketball.

Performance fitness is a complex admixture of which cardiovascular efficiency is but a part, and when the physical educator speaks of condition he implies condition for a specific type of activity based on neuromuscular skills developed through repetitive practice, plus organic fitness resulting from training by means of endurance and strengthening exercises. The functional skepticism of the person in the field toward cardiovascular tests of condition is seemingly well placed. In the typical performance type test, the fact that organic fitness and highly specific neuromuscular skills are both involved in any valid evaluation of this nature is not apparent.

A third cause for the widespread non-acceptance of these tests by practicing physical educators is a recognition—usually from personal experience—of the psychological effect produced by the testing situation. This varies widely with different individuals, and such a factor, of course, markedly reduces the value of such measuring devices. Most test makers attempt to eliminate psychic circulatory responses, but this is a problem not easily averted.

The purpose of this paper is to bolster the viewpoint that cardiovascular tests have little to offer the work-a-day physical educator, by pointing out that much evidence has accumulated which does not support the use of relatively simple measures of circulatory variables as a valid test of general condition. However, since it is also apparent that other students believe in the value of these same variables in predicting fitness, it is hoped that the information condensed in this paper at least may contribute to some extent toward the estimable goal of establishing a clearing-house for the cluttered field of tests and measurements in physical education. It is suspected that any effort which might make even the most meager start in this direction would be aiding the professionalization of the program as a whole.

Heart Rate

The simplest of the cardiovascular variables to measure is the pulse rate, and, consequently, this appraisement has been a salient feature of most of the tests of organic fitness. Since many studies during the past fifty years have produced data indicating that pulse rate variations are true reflections of internal bodily efficiency in response to exercise, the administrative economy of this test item is a fortunate coincidence. The interpretation of such data, however, presents a more difficult task than does its collection.

The normal heart rate varies widely in different individuals. During World War II Karpovich found, among Army Air Force cadets, a sitting pulse rate range of 50 to 106 beats per minute,[1] while Graybiel and his associates reported that the range among Navy flying cadets was from 38 to 110.[2] Despite this rather startling range of normal variation among a very highly selected group, many physiologists are of the opinion that a slow pulse rate in the reclining and erect postions, with a small difference between the two, indicates good physical condition. Many investigators have pre-

1 Edward C. Schneider and Peter V. Karpovich, *Physiology of Muscular Activity*, p. 159. Philadelphia: W. B. Saunders Company, 1948.

2 Ashton Graybiel, Ross A. McFarland, Donald C. Gates, and Fred A. Webster, "Analysis of Electrocardiograms Obtained from 1000 Young Healthy Aviators," *American Heart Journal*, XXVII (April, 1944), 525.

sented evidence over a period of several decades indicating that training slows the heart rate.[3]

A further widely held view in regard to this variable is that the degree of fitness of an individual is indicated by the rapidity with which his pulse rate returns to normal after exercise. This concept has been verified by numerous scholars,[4] and is one of the basic principles upon which the performance type tests of circulatory fitness are based. In spite of this fact, leading scientists in physical education have indicated that such typical measures as the Schneider test and the Brouha step test are questionable indicators of general condition. Schneider and Karpovich point out that the Schneider test will not predict fitness for hard work,[5] and this was verified by Cureton and the Illinois staff when they found that the Schneider test correlated .133 with a composite criterion of muscular strength and endurance test items.[6] The validity of the step test was also investigated in several studies by the Cureton group in 1943 and 1944, with similar results, i.e., it was not a test of general fitness.[7]

Blood Pressure

The use of blood pressure variation factors in tests of condition is founded on the theory that in changing from the horizontal to the erect position gravity tends to form blood lakes in the splanchnic region. Normally this action is compensated by vasomotor variations of the splanchnic blood vessels.

Crampton was of the opinion that a subject in poor physical condition would show inadequate vasoconstriction, or even vasodilation, and that this poor tone would result in a lowering of standing blood pressure. In a further attempt to maintain hydrostatic equilibrium, this deficiency would in turn result in an abnormally large increase in heart rate. The fit individual, on the other hand, would show a large rise in blood pressure and a corresponding minimum rise in heart rate.[8]

To complete the investigation possibilities on this variable, Cogswell, Henderson, and Berryman found a tendency for systolic pressure to decrease with training;[9] Knehr and his associates reported that blood pressure is not significantly altered through training;[10] and Erlanger and Hooker, who first demonstrated the normal vasomotor action, indicated that either a rise or a slight fall in systolic pressure is normal![11]

In general, evidence indicates that good endurance running condition goes with stable systolic blood pressure, and as fitness for this type of exercise becomes poorer, blood pressure changes between lying and standing postures increase. Again, though, Cureton has shown that postural changes in systolic pressure correlate—.265±.132 with a composite score for four endurance running events,[12] indicating that systolic pressure measurement is of little value for predicting performance of the nature called for by this particular criterion.

The possibility of diastolic pressure providing an indication of physical fitness has also been studied, but the available evidence offers little room for optimism. Savage,[13] and McCloy[14] have advanced data implying that relatively high diastolic blood pressure is an indication of good condition. A diametrically opposed viewpoint was presented by McCurdy and Larson in their study of 1935,[15] although their analysis has been criticised by Cureton and others. A study of Olympic athletes by Bramwell and Ellis showed that these highly trained men had systolic, diastolic, and pulse pressures within the range common to people of similar ages.[16]

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[3] For a review of the most significant work in this area see: Thomas Kirk Cureton, Jr., *et al., Physical Fitness Appraisal and Guidance,* pp. 162-90. St. Louis: The C. V. Mosby Company, 1947.

[4] *Ibid., ad loc.*

[5] Schneider and Karpovich, *op. cit.,* p. 273.

[6] Thomas Kirk Cureton, Jr., *et al., Endurance of Young Men,* p. 188. Monographs of the Society for Research in Child Development, Vol. 10, No. 1. Washington: National Research Council, 1945.

[7] *Ibid.,* pp. 187-94.

[8] C. Ward Crampton, "The Blood Ptosis Test and its Use in Experimental Work in Hygiene," *Proceedings of the Society for Experimental Biology and Medicine,* XII, No. 6 (1915), 119-22.

[9] R. C. Cogswell, C. R. Henderson, and C. H. Berryman, "Some Observations of the Effects of Training on Pulse Rate, Blood Pressure and Endurance in Humans, Using the Step Test (Harvard), Treadmill and Electrodynamic Brake Bicycle Ergometer," *American Journal of Physiology,* CXLVI (June, 1946), 422-30.

[10] C. A. Knehr, D. B. Dill, and William Neufeld, "Training and its Effects on Man at Rest and Work," *American Journal of Physiology,* CXXXVI (March, 1942), 148-56.

[11] Joseph Erlanger and Donald R. Hooker, "An Experimental Study of Blood-Pressure and of Pulse-Pressure in Man," *The Johns Hopkins Hospital Reports,* XII (1904), 376.

[12] Cureton, *et al., Physical Fitness Appraisal and Guidance, op. cit.,* p. 198.

[13] W. L. Savage, *et al.,* "Physiological and Pathological Effects of Severe Exertion," *American Physical Education Review,* XVI (March, 1911), 200-5; (April, 1911), 262-68; (May, 1911), 325-34.

[14] C. H. McCloy, "A Cardiovascular Rating of Present Condition," *Arbeitsphysiologie,* IV (March 14, 1931), 97-108.

[15] J. H. McCurdy and L. A. Larson, "Measurements of Organic Efficiency for the Prediction of Physical Condition," *Supplement to the Research Quarterly,* VI (May, 1935), 11-41.

[16] Crighton Bramwell and Reginald Ellis, "Clinical Observations on Olympic Athletes," *Arbeitsphysiologie,* II (August 15, 1929), 51-60.

Summary

In 1943 Brassfield stated, "physical fitness appears to be limited by the cardio-respiratory system."[17] This conclusion is widely accepted. Cardiac and circulatory functions, however, are not the whole of fitness, and with special reference to cardiovascular tests, the question of whether conclusions concerning condition can be drawn from determinations of heart rate and blood pressures remains questionable.

Any acceptable test of fitness must, of course. correlate with criteria which a particular field agrees is a demonstration of the concept in question. To the physiologist this is conceivably quite different than to the educator. The measure of organic efficiency desired by the physiologist is largely indicated through cardiac response. To successfully study the ramifications of this aim, many concomitant variables must be carefully controlled.

The physical educator, too, must employ scientific methods in striving for professionalization. His interest, however, is in total performance, and the approach must be organismic. If the field of physical education visualizes fitness as a Gestalt of interest, practice, skill, persistence, and many other physiological and psychological factors, a test which eliminates any of these elements is obviously of doubtful use.

Concluding Statement

Although condition is in part a matter of superior circulatory and respiratory powers, the efficient performance of activities which indicates this to the physical educator is by its very nature a highly complex interaction of all the systems of the body. In the light of this fact, it seems probable that a valid test of general condition is unlikely to be found through manipulations of simple measurements of circulatory variables. The record of the past fifty years provides strong support to such a conclusion.

[17] Charles R. Brassfield, "Some Physiological Aspects of Physical Fitness," *Research Quarterly*, XIV (March, 1943), 111.

The Runner

Warren R. Johnson

UNTIL now
Preparation
Dedication to perfection
Striving (pain in the lungs)
Aloneness
Purity of consecration

Now
The moment
He moves to his blocks
Not aware of walking
Strained taut
Still the quiet hell in him
(Grinding, collapsing walls of ice
In the guts)
That made him retch

Beside him are his enemies
With whom he will do battle
War at a distance
Desperate, personal
And in the mind

Muscles respond of their own volition
To the faintest impulse . . .
Sent without knowledge of sending

Strangely, faintly aware of it
He merges into himself
As he crouches into position

Cocks forward—Ready

Muscles feel the pistol crack
Exploding through him
Neural thunderbolt—the spark
That slams him forward
Piston-wise
(Oh consummation)
Into his stride

Transfixed in motion

You see it
In the wild glare of his eyes
The hideous gape of his mouth
The downward-pulling cords of jaws and neck
You hear it
In the sharp suck
Of frantic gasping

In the pounding, spiked crunch
Of his feet

The insuperable
(Air)
Challenged
For an instant, then

It is finished

Contemporary Dance in New Zealand
A Pioneering Experience

Margaret Erlanger

NEW ZEALAND AS A Caucasian settlement is only 114 years old; its centennial was celebrated in 1940. It is the youngest, smallest and most remote of the original British Dominions, located as it is over 11,680 miles from England, more than 6500 miles from the North American Pacific Coast and 1200 miles from its nearest significant neighbor, Australia. It lies between latitudes 34 and 48, a location in the Southern Hemisphere that corresponds with that of Italy in the Northern Hemisphere, though, due to ocean currents, climatically it resembles more closely places like Portland, Oregon, Seattle, Washington, and Vancouver.

The Country

About six centuries ago a migration of Maori, Polynesians from Tahiti, found their way to this land in large canoes; but today the pople who live in New Zealand are almost entirely of British descent. Of the two million New Zealanders about 122,000 are Maori. The Maori enjoy free and equal citizenship, work at the same jobs, attend the same schools and universities, and are represented in the government.

The country is made up of a group of islands, chief of which are the North and South Islands, each 500 miles long and 100 miles wide at their broadest points. The name 'New Zeeland' (New Sealand) given by Tasman, the Dutch exployer, in 1642, suits this land well for its 103,416 square miles are bounded by 4,300 miles of coastline. Two-thirds of the area is under occupation, the remainder mainly mountains, forest and lakes. A range of mountains, the Southern Alps, extends the whole length of the South Island; seventeen of its peaks attain a height of ten thousand feet or more. Their majesty can be comprehended if you will bear in mind that these mountains rise to such heights almost from sea level. No wonder Sir Edmund Hillary was able to scale Mt. Everest—a better proving ground than these uncharted mountains could not be found.

The People

The people, like the country, are rugged, because it takes hardiness to pioneer in a country like New Zealand. Of the many conveniences now available in America that make for easier living, such as central heating, refrigerators, washing machines and the life, few are to be found in New Zealand.

The Challenge

My assignment as a Fulbright lecturer was at the School of Physical Education, University of Otago in Dunedin, a city of 96,000 residents, situated on the south-east coast of the South Island. It was settled by the Scots in 1848. The traditional Scottish respect for education is evident in the fine support this city gives its university, the oldest in New Zealand. It was founded in 1869. The student body now numbers 2000.

The School of Physical Education was established in 1948 by Philip A. Smithells, Cambridge graduate, a well-travelled English physical educator with a great breadth of vision for what could be done in New Zealand. He encountered modern dance while visiting American schools and universities and decided that at sometime, modern dance should become a part of the educational program of New Zealand. To quote from his first letter to me, he summed up the picture thus:

"Our position in relation to Dance is frankly this. New Zealand has just not started on anything that could possibly be called Modern Educational Dance. There are a few second-rate ballet teachers and there is a certain amount of folk dance taught in the schools. There is a recently awakened interest in square dancing but as yet nothing beyond a few very rhythmical movements to music that could be called Educational Dance. . . . I like the fundamental concepts in U. S. Modern Dance and all that I have seen and read of it."

"The School of Physical Education here is the only University course in Physical Education in New Zealand; thus we supply the main forces of Physical Education and Recreational workers. Thus, too, we are the main injection point for putting new ideas into the field in New Zealand. What I really want is some experienced American to come here and stimulate interest in Modern Dance by working with our students and also by establishing an Orchesis Group in the University. I know this is a lot to ask for in one year but it could take us a very great deal further than we are at present and I hope might lead to a series of visits in the long run from Americans."

I arrived in Dunedin March 2nd for the beginning of the Fall term (the seasons "down-under", it should be remembered, are reversed). The School of Physical Education, though housed in an old but adequate building, is a cheery place with brightly colored walls. The door to the building is painted a Swedish blue, the hinges yellow, a cause for much comment by the conservative Scottish inhabitants of Dunedin.

Staff and students gave me a warm welcome. It was a small group, a staff of five (three men and two women), and a student body of sixty (sixteen

men and forty-four women), and we soon became very well acquainted. Indeed, there exists in general a very cordial relation between faculty and students.

The Degree

To complete a degree in physical education requires but three years and this applies to all undergraduate degrees in New Zealand colleges. All curricula are highly specialized; there is practically no opportunity to sample courses in other areas. The schedule for physical education students is no exception to this. The schedule, copied from the catalogue with some ommission of detail, is as follows:

First Year.

a) Chemistry
b) Physics
c) Theory and Practice of Physical Education
   Part 1—History of Physical Education
   Part 2—Background of New Zealand Physical Education
   Part 3—Principles of Physical Education
   Part 4—Practice in all branches of physical education related to the background of development and science
d) Practical work Stage 1
   Gymnastics
   Folk Dance 1—British
   Recreation 1—Simple recreational activities
   Aquatics 1
   Games, Sports and Athletics (Track and Field)
e) Practice teaching—Chiefy in elementary Recreation and Folk Dance
f) Preparatory Anatomy (taken at the School of Physical Education)
g) Tests and Measurements 1.

Note: Students will be expected to attend a training camp for the fortnight immediately preceding the beginning of their second year.

Second Year.

a) Anatomy (Taken at the Department of Anatomy at the Medical School. 10 hours per week)
b) Physiology (Taken at the Physiology and Biochemistry Departments at the Medical School. 3 hours per week)
c) Pedagogy of Physical Education
d) Gymnastics. Theory and Practice
e) Games and Athletics 2.
f) Recreation 2. Emphasis on teaching and organization technique
g) Aquatics 2. Emphasis on application of basic sciences to swimming and life saving
h) Folk Dance 2. European Folk Dance.
i) Tests and Measurements. Practical and Theoretical Work
   (Text books) Gladys Scott, Evaluation in Physical Education.
   T. K. Cureton, Physical Fitness Workbook.

Note: During the vacation between the end of the second year and the beginning of the third year, students will be expected to have two separate months of school practice, approximately the whole of November and the whole of February. There will also be some teaching practice during the second year.

Third Year.

a) Principles of Physical Education 2.
b) Principles of Recreation
c) Principles of Health Education
d) Applied Sciences
   A Course in Body Mechanics and the Kineseology of Corrective Physical Education.
   (Textbooks) J. L. Rathbone, Corrective Physical Education
   Gladys Scott, The Analysis of Human Motion. Morehouse and Cooper, Kineseology
e) Music and Dance. A study of the background of all types of dance and the use of music in the field of movement including Maori activities. The course includes practical work in educational dance.
f) Problems of Organization and Administration
g) Practical work. Stage 3
   Emphasis on teaching technique in Gymnastics, Games, Aquatics, Athletics, Square and Folk Dancing.
h) *Practical teaching*—teaching with local primary schools and with recreational groups in the community

Judy Bryant

i) Special Studies

Each student will be expected to undertake a study of some special aspect of physical education, health education, or recreation. At the end of the year they are required to give a paper to their class on their study.

Following subjects taken outside the School of Physical Education.

j) Demonstrations in Physiology (Physiology Department)

k) Food Values for Health Teaching (School of Home Science)
l) Modern Problems in Education (Education Department)
m) Education 1 (As for B.A.)

Before these graduates can qualify for a teaching certificate in New Zealand schools, they must take a fourth year at Auckland Training College. Throughout this period, they teach physical education under supervision in schools located in the Auckland area. Auckland, situated in the northern part of the North Island, is the largest city in New Zealand, with a population of 300,000.

The Course

During the year Mr. Smithells adjusted the curriculum for all students so that modern dance could be a part of their schedules. The allotment of time for each class was set before I arrived but I was free to make any changes I wished. The first change I suggested was one of nomenclature. I have always felt that the word "modern" was misleading, that the word "contemporary" is much more significant. So from then on we spoke of Contemporary Dance.

The first and second year students each had two hours of instruction in contemporary dance per week. The third year course consisted of six hours of contemporary dance, and one hour of square dance per week. Since this was their last year in school, it was necessary to include a great deal of practical experience in, as well as discussion of, teaching situations. During the winter and spring terms I added one hour per week, required of all three classes, to observe demonstration teaching of elementary and secondary school children. For the third year students this was a heavy, but necessary schedule.

Some Problems

Annette Golding, a new staff member who had been brought to teach all forms of dance, worked closely with me throughout my stay. This proved to be an excellent arrangement for she is extremely capable, and seems to be the right person in that capacity. In addition, she was a great help to me as an assistant and advisor when unfamiliar situations and language differences arose, as they will in a strange community. There were, for example, New Zealand expression that puzzled me greatly. And conversely there was no mistaking that they found some of my American terms equally baffling, to say nothing of my "Yankee" accent. But it all served to introduce a bit of humor into the undertaking.

In addition to Miss Golding, Margaret Dunbar, Supervisor of Physical Education for Girls in all New Zealand secondary schools, spent the year studying with me. She was in her field an outstanding teacher, an expert in Scottish dancing and familiar with Maori activities. Now, with contemporary dance, she is doing excellent work in the primary and secondary schools. Dudley Wills, Supervisor of Physical Education for the whole of New Zealand, granted her a leave of absence so that she could come to Dunedin and since then has freed her of all responsibilities in the field of sports so that she can devote her entire time to dance in the schools. Here is another example of the interest aroused, and cooperation I received, in this project.

In the first meeting of the class we gathered to talk about contemporary dance, using my photographs as illustrative material. At the end of the week I showed two films, "The Moor's Pavane" (in color) and "The Lament for a Bull Fighter", both films of José Limon and his company. These photographs and films, plus pictures posted on a bulletin board each week were of immeasurable value, particularly in this situation where chances of seeing good contemporary dance are nonexistent.

Dave Bogie and Beverly McClure

In the practical classes I soon came to realize that these students, both men and women, knew how to move well. The reason for this became obvious when I saw the emphasis that is placed on

rhthmic gymnastics in the curriculum. The fact that these students were already skilled in movement made progress in technique much more rapid than I had anticipated. They enjoyed this movement experience, the more strenuous it was the better they liked it. There is no central heating and Dunedin is a cold place. When there was a "southerly" the gym was so cold I could see my breath.

Frigid interiors are not conducive to movement of a quiet, sustained nature, nor to periods of any length dealing with compositional problems, and certainly not to work in relaxation on the floor. My students seemed not to feel the cold as I did, but there were times when even they complained. Since one cannot predict weather in New Zealand it became necessary to suit activities to the climatic situation of the hour. Thus, if I had planned a lesson which involved compositional problems, and the gym temperature was, say 50° or less, I taught a fast moving technique lesson. This did not occur so frequently that I had to abandon problems in composition entirely, but it did curtail the possible development which these classes were capable of making in this direction.

Despite these difficulties, by the end of the year each class had composed dance studies of considerable interest. All classes met together for the last lesson and at that time each class presented for the others, some of their compositions. I list here a few of the titles: "Dance of Play", "Convention", "Gossip", "Basketball Game", "Buying a Hat", "Recipe for French Mayonnaise". The ideas and the choreography were all the result of group effort on the part of the students themselves.

Orchesis

In starting an Orchesis Group the first consideration for joining was interest. A notice was posted on the bulletin board requesting all interested in forming such a group to meet to discuss plans. The first meeting was held April 14th, and twenty-three students came; of this group eight were men. The realization that there were other such groups in America who would be interested in them and in their development was a source of stimulation to them. The feeling of isolation of New Zealanders in relation to the rest of the world and the resulting lack of outside contacts is something one can only understand by being there. The establishing of an Orchesis Group helped dispel this feeling of isolation and to promote good international relations, which is the prime function of the Fulbright scheme. What better way can there be to create understanding between nations than to create common interests and here that was possible in a small way through one of the arts, contemporary dance. Letters started coming from the University of Illinois Orchesis group and one from Margaret H'Doubler, a gift from the University of Illinois Orchesis in the form of a subscription to Dance Magazine. Mail from the States was always an occasion for Orchesis members.

The twenty-three members who started April 14th were steadfast, loyal and hardworking. They conducted their meetings in a business-like way. They had their fun, but took seriously matters pertaining to the development of the group and its projects. They voted to present to a small group of invited guests, an informal lecture demonstration on August 11th (the end of winter term). This they agreed would be the best way to acquaint outsiders with contemporary dance and its meaning. By setting up lights and a backdrop, borrowed from the Student Dramatics Society, they converted the gym into a little theatre. For most of the group this was the first public performance of any sort.

As to costuming,—well, the leotard doesn't exist in New Zealand. So, with the patern taken out of "Costume Cues" and a bolt of black interlock (cotton Jersey) we made not only leotards for the women but also slacks for the men. The women wore light blue silk jersey skirts and the men white T shirts. Most New Zealand women make their own cloths because the price of ready-made apparel is so high. So the sewing problem presented no difficulty.

Even while preparing for the public demonstration we never neglected, at our weekly meetings, a good technique work-out. The greater part of the meeting time, however, was devoted to composing group studies for the demonstration. For the latter purpose two groups used the gym while the other groups used lecture rooms and the corrective room. Each group had a student leader. Our accompanist, a graduate of the University Music School, was interested in composing music for the dances. With this object in mind, she visited each group, conferred with them, watched them at work so as to get the "movement feel", took down the counts and phrase lengths. Then she composed the music—and it was good. At the close of each Orchesis meeting we all gathered in the gym to witness work in progress and to get constructive criticism from the members. Miss Golding and Miss Dunbar not only danced with the group but served also in an advisory capacity. Their suggestions were invaluable.

The response of the audience to the demonstration which bore the title "The Dancer's Tools" was unmistakably enthusiastic. What this response did for members of Orchesis can scarcely be described, but it was obvious that it had the effect of stimulating them to even greater efforts to deve-

lop themselves technically and creatively in the field of contemporary dance.

An Evaluation

The question arises what have been the outcomes of the assignment I was asked to undertake, namely, to stimulate interest in contemporary dance by working with the physical education students and to establish an Orchesis group in the University. Letters I have received from Mr. Smithells and Miss Golding are most reassuring. Contemporary dance, they write, is now a part of the curriculum of the three year program in physical education, two hours a week the first two years and three hours a week the third year.

Within this period, experience is given in technique, rhythmic analysis, composition, history of dance, percussion, teaching of dance on both elementary and secondary levels (including demonstration classes using children of various age groups). Moreover, Orchesis, this year has choreographed and danced in "The Tempest", presented by the University Student Dramatics Society and that they will do likewise for the University Student Music Society production of "Dido and Aeneas".

July 9th, Orchesis did a demonstration lesson for Sir Willoughby Morris, Governor General of New Zealand on his recent visit to the University of Otago. Miss Golding wrote that everyone made special mention of the dance and that "His Excellency's comments were complimentary".

As to the carry over into the schools, it is a bit early to comment on the work of students who just graduated, but Margaret Dunbar, Supervisor of Physical Education in all secondary schools, has been doing demonstrating teaching in contemporary dance on her school visits. She writes in glowing terms of the response she is receiving from both students and teachers. In her latest letter she says of one school in particular, in relation to creative projects, "I have been very thrilled with the work the classes at the Miramar School have done for me." She writes, too, that in many schools they have even gone so far as to make their own percussion instruments.

These letters are most reassuring. Apparently I have laid the ground work but whatever I have accomplished is infinitesimal in relation to what can be done. The eagerness and enthusiasm which now exists there can be sustained and furthered if other American trained in contemporary dance, would go to New Zealand and bring to them any new developments and techniques that might be of use to them. As Mr. Smithells has intimated they do want you to come. In a measure, development of contemporary dance in New Zealand can be furthered if those of us who are teachers will take an interest in their problems.

For me it was not only the greatest challenge, but also the most thrilling I've had in my whole teaching career. My pioneering experience in New Zealand is one I will never forget.

If Youth But Knew

If youth but knew that which men for themselves must learn.
That faith in someone, or something, anchors us.
That sincerity is essential to intellectual honesty.
That one act does not establish a habit, but its repetition does.
That we are but a composite group of habits.
That character is the truth of a man.
That nothing will pay that is not right.
That "duty" means to do in the best possible way the thing that lies nearest.
That duty daily performed invites peace of mind.
That each succeeding day should profit from yesterday, for tomorrow is also a day.
That only those can rule who have first learned to obey.
That the lessons of obedience must be learned in youth.
That disloyalty to authority penalizes itself.
That the head should control, but the joys of living come from the heart.
That he best serves himself who first serves others.
That happiness cannot be captured; it comes to us.
That nothing happens; everything is brought about.
That we get from the world an equivalent for what we give to it.
That what we see in the faces of others is reflected from our own.
That because man's instinct prompts him to appraise, youth is not unobserved.
That introspection is wholesome for correction, but morbid self-censure deteriorates moral fibre.
That fear, most baleful to adolescence, is dispelled by understanding.

THEN YOUTH COULD APPRECIATE that the future promises to contribute more than the past, of that which is true and good, to the happiness of those coming forward to do the world's work.

HUBERT WORK, M.D.
Former U. S. Secretary of the Interior

—Laurel of Pi Kappa Sigma 35:4 (June 1954) p. 46

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages, and special characteristic. The hope is that such treatment will increase the reservoir of concepts, devices, techniques and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, health education, safety, and recreation.

The Determination of Pupil Needs

If one studies the periodicals and texts of our professional literature, there is little room for doubt of the importance of individual differences, characteristics, and needs. Addresses by authorities across the nation have emphasized this point, and generally have directed their remarks at WHY it is so vital in our educational program that pupil needs be determined. Supplementary to the WHY, the following procedures suggest HOW pupil needs can be determined.

Teacher Study Group

The advantage of meeting with other teachers in an effort to pool information and observational notes on individuals or a group is one that is quite commonly recognized as an avenue for learning specific needs and interests. Such a method brings into discussion the strengths and weaknesses of individuals and/or groups; it provides an excellent means of exchanging points of view among teachers; and frequently can lead to a coordinated plan of action toward problem solving of pupil needs as well as other facets of their adjustment. It must be admitted that teacher conferences relative to individual pupils can create an unhealthy bias as the result of a presentation by a teacher who has had difficulties with a student. The attitudes of other teachers may be unduly influenced by such a conference.

A Discussion Between Teachers and Pupils in Class

In this approach, the inference is that it is a group discussion rather than an individual pupil-teacher conference. Several class periods may be set aside at the beginning of each unit, semester, or year, in which the opportunity for student analysis and discussion of their needs and interests is provided. In such a situation the role of the teacher of physical education would be that of suggesting various activities and experiences which might make a contribution to the needs of both individuals and the group.

This particular approach to determining pupil needs creates a basis for pupil-teacher planning which is an outgrowth of the needs identified in the discussion. Care should be taken to guard against the possibility that the students may fail to recognize their fundamental needs of a physiological or sociological nature and be concerned solely with their interests in certain activities.

Student Choice of Activity

Some teachers have expressed confidence in the appraisal of student choice or election of an activity or series of activities as expressive of his physical, mental, and socio-emotional needs. As indicated above, such a method offers no assurance that the student can or will identify his needs. It may be that he will wish to continue participation in activities where he derives satisfaction instead of choosing an activity which may be new to him even though it may fulfill a personal need.

Another common difficulty with this practice is that students often have a limited acquaintance with the wide variety of motor activities to meet the various needs of growth and development.

The Consideration of Specific Areas in the Student's Experience Which Require Emphasis

Through observation, testing, conferences and similar diagnostic devices, it is often possible to determine certain aspects of a student's growth pattern and developmental level which should be

given attention. Competent interpretation of such a need can create an awareness by the high school boy or girl of the direction that his or her effort should take in a planned remedial program designed to give emphasis to the areas of organic development, attitudes, or skills which may be most needed to continuing growth and development.

Utilization of a Check List

Numerous devices have been evolved to assess the needs, interests, attitudes, and knowledges of students. These are usually in the form of check lists, rating scales, questionnaires, interest inventories, participation surveys, and program election lists. The use of such forms can be of definite value in sampling student opinion and reaction for planning a program or revising one which is in effect. It is difficult however, to appraise the degree to which any such instrument will reflect pupil needs since their replies may cloud basic needs in favor of activities in which interest is high because of skill proficiency. Generally speaking, the use of such appraisal forms should not be taken as the method for sampling pupil needs, but should be supplementary to other measures usable in identifying needs of students.

The Knowledge of Experiences and Needs of Children of Similar Levels of Growth and Development

Probably one of the most common approaches to determining pupil needs involves a transfer by comparison of students at given age or grade levels in terms of their respective levels of growth and development. Such comparison of the various physical, mental, and socio-emotional characteristics on the basis of age or grade is admittedly a crude yardstick and is giving way to the use of more scientific practices. These usually involve case study, experimental survey, test and appraisal techniques which recognize the individual in an organismic concept that gives support to the variability of the process of growth and development.

A Guidance Approach Centering Around a Conference with the Individual

As an outgrowth of the indirect approach to counseling and guidance, teachers in physical education have found it of value to develop within the student a cognizance of his needs in relation to the physical education program through the medium of a conference or series of conferences. He is encouraged to assist in the utilization of available tests which will divulge specific data; he is encouraged to utilize the interpretation of such results in appraising his needs. The procedure implies the availability of competent counsel as to the ways in which the recognized needs can be met, and the student is guided into the creation of a plan of action for fulfilling those needs. There is little question of the value of individualizing the determination of pupil needs, but the requirements for a competent person to conduct the conference, the time involved in the conference technique, and the difficulty in administering, and interpreting certain tests, have placed a limitation upon the use of such a method by many public schools for the appraisal of pupil needs. It should be noted however, that a great many schools do utilize such a procedure in individual cases involving the total educational program of the student and his adjustment to the problems with which he is confronted.

The Interpretation of Test Results

In some instance this procedure is isolated from the more general guidance and counseling approach indicated above. There are diagnostic tests available for use by teachers in situations wherein the needs are of a nature that can be identified and measured. This is true primarily in the motor skills area, while the intangibles of the mental and socio-emotional areas have limited valid test construction in these areas. With due recognition of the limitations of many tests, and the need for conservative interpretation it must be said that there are still many tests which can be utilized in a fashion which will contribute to the better insight of the needs of pupils.

It should be noted that the medical examination, while not commonly considered as a test, does contain information which is not necessarily confined to the physical needs of the student, but often gives evidence which may be valuable in planning individual activity programs in keeping with pupil needs.

In any case, we must face the problem of pupil needs and determine them as completely as possible in our own situation. The next step, of course is to make our own program more functional in terms of meeting those needs.

May we take this opportunity, on the part of the business manager, Dr. R. R. Schreiber, the members of the Editorial Board, and the editor, to wish you a very merry Christmas, a wonderful, happy, and healthful New Year, and real progress toward all personal and professional goals you set for yourselves!

Edited by C. O. Jackson

Sports in Thailand

Booncher Suvarnabriksha*

THAILAND IS A VERY warm country in the south eastern corner of Asia. The country has over 18 millions of people comprised of different races. For the most part, they are Thais, but there are also Chinese, Indians and other foreigners. The government is as demorcratic as England's. The chief occupations are rice cultivation, teak forestry, rubber growing and mining. The country is mountainous in the north, tableland in the east, plain in the middle and partly low and close to sea level in the south. The height of the people varies from 5′ to 5′ 10″.

Religious Aspect

Since the chief religion is Buddhism, the people used to raise temples and monasteries for generations. In ancient time, they are said to have three purposes in the building of such things: the first one was for the dwelling houses of the priests, the second was for education, and the third was for religious activities including rites and ceremonies together with sports and games. The sports of those earlier days are still very popular with the people and have come to be considered the native sports.

The native sports which have been played for generations are so unusual it may be interesting to describe some.

Pole Fighting

In connection with the rites or ceremonies held in the monastery, a general proclamation is issued to all naming the date and place and the types of competition. Anyone may enroll for participation in any particular sport. Most native sports are also based on environment, for instance—the sport in the flood season is paddle-boat racing. But the usual sports of the fair are pole-fighting, derived from the short and long weapons of the ancients. They are divided into different groups, the short ones are two hand-swords, saber and shield, and two wooden blocks of fore-arm length which require short and active performers; while

Pole Fighting

the long weapons include pole and large blade with a long handle and require big tall men. Pole fighting is a very exciting and interesting contest between individual contestants using the same weapons, that is: two hand-swords opposed to two hand-swords, the saber to the saber, the pole to the pole, and the blade to the blade; but it is much more interesting and exciting when they do the pole fighting with the two hand wooden blocks.

Boxing

Next to pole fighting comes the Thai style boxing which seems to be the roughest sport of the country. It is similar to ordinary boxing only kicking, elbowing, and kneeing are allowed. The kicking is done with back of the foot and shin, the swatting with heel, and the thrusting with toes or sole. In a certain fair, there are also women boxers participating in this type of boxing.

Pole fighting and Thai style boxing require a band of pipe, tom-tom and alto cymbals to inspire both fighters and listeners.

* Mr. Suvarnabriksha, a graduate student at the University of Illinois, is a Boy Scout Executive in Bangkok.

Boxing Thai-style

Takraw

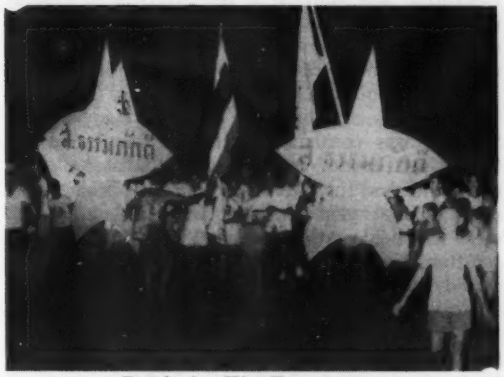
Then there is the game of Takraw. Takraw is a hollow ball made of rattan strips woven into its shape, a little larger than American softball. The most popular Takraw game is called "Endurance Takraw" which is played in a circle on the flat ground and the circle consists of 5-8 players—standing faced in. The game starts by one player throwing a takraw up in the air to begin a volley to the opposite player who can use any part of his body except his hand to toss back by kicking with back of the foot or shin, hitting with knee, elbow, head or shoulder without letting the takraw touch the ground. In competition, they score one point when takraw is tossed from one player up in the air to the other and the throw lasts until takraw touches the ground.

Takraw

If the ball touches the ground, the throw is ended and they resume throwing by another player repeating the same process just described The game is won by any circle having the most points within a half hour.

Ring-Takraw

Another type of takraw competition is "Ring-Takraw," Three triple rings are hung in the center of the circle. The rings are of different diameters, the biggest rings at the bottom are 12", the middle rings are 10" while those at the top are 8"; the group of triple rings are one foot apart and the bottom rings are 10 feet above the ground. They can be lowered or hoisted to the proper height. The game starts as it does in Endurance Takraw but it is more difficult because the player must try his best to kick, hit or toss takraw up into the ring. The score is determined at each particular toss for instance—if it is tossed by the head, the score is 3 points, by knee 6 points and by back of the foot 9 points. The game lasts for half an hour just as in Endurance Takraw.



Ready for Kite Tournament

Kite Flying

Kite flying is another popular sport in Thailand as well as in neighboring countries—always engaged in during the kite flying season of the year which lasts from the first week of March to the first week of April. The types of kites are of course, very different from those in other countries. Two very well-known: Chula is star-shaped and Pakpaos small diamond-shaped; they are used in a duel against each other in the air. Chula has a barbed tube stuck with the string and the Pakpao has a loop on the string just big enough to hold Chula in. When they are flown close to each other, the idea is to feint the opponent into the loop or to catch the other with the barbed tube. When one is captured, the other is pulled down to the field and is considered the winner. It is a very exciting game and people from all parts of the city come to watch it for relaxation and entertainment in the late afternoon.

Other Developments

Recently Thailand has been dealing chiefly with European countries and United States of America and as a result, other kinds of modern sports are brought in and the role of people in the world of sports is enthusiastically observed.

The modern sports are both individual and team sports. The first track meet was held in 1901, the athletes at the time were bare-footed and the track was not the standard one required today. The records were very very poor.

The development of modern sports was very slow as it should be because there had been no specific field for sports competition and the interest of the people was less in the beginning. Later several sport clubs were organized namely: the Royal Turf Club, the British Sports Club, the Lawn Tennis Association, the Teachers Association, and the Alumni Clubs.

Beginning in 1934 the Department of Physical Education was founded in the Ministry of Education. The new office had united all branches of sports under its control and established rules and regulations in sports of almost every kind. The government of Thailand then provided a certain fund for this development. In 1940 the National Stadium was constructed but the foundation for the rising tiers of seats around the arena could not be finished then because of lack of funds. However, in that year the first interscholastic track meet was held at the stadium.

After World War II ended and peace was restored in 1945, the Department of Physical Education in cooperation with the United Nation Forces in Thailand had their first inter regimental track meet in the following year and also held a soccer tournament which revived the interests of the people in the modern sports.

The Situation Today

At present, Thailand has year-round sports events at the stadium ranging from interscholastic to inter-regimental. In 1951 a group of representatives from Thailand was sent to participate in Asian Games in India. A year later, another group entered the Olympic Games in Finland. This year, American Football was introduced into Thailand by two American Specialists of F.A.O. It was first played at the stadium between two departments of the Agriculture College and was received with much enthusiasm by the people. It is anticipated that this sport will soon be as popular with the Thai people as it is in the United States.

National Stadium

The Asian Games held on in the Philippines in May of this year also welcomed the representatives from Thailand. We believe that Thailand is now prepared to promote the modern sports of international interests to a greater extent than ever before. The Thais are a sports-minded people, and love both to participate and to watch.

The Washington Conference on Physical Education

John H. Shaw

ONE HUNDRED FIFTEEN DELEGATES attended the Washington Conference on the Physical Education Program for College Men and Women held in the National Education Association Building and the Hotel Martinique, in Washington, D.C., Monday, October 4, through Wednesday, October 6, 1954. The purpose of the meeting was to define general principles or propositions which might be used as guides in developing and promoting that phase of the total physical education program which is common to all students.

Ninety-six of the delegates were school people from 83 different colleges and 19 represented cooperating agencies. Thirty-seven states and the District of Columbia were represented in the group. Forty-eight of the college personnel were men and forty-eight were women. Co-sponsors of the conference were the American Association for Health Physical Education and Recreation, the College Physical Education Association, and the National Association for Physical Education of Women. Co-Chairmen of the conference who were largely responsible for its organization and planning were Laura Huelster and Herman Schnell. Other members of the Steering Committee included Dudley Ashton, Howard Leibee, Rachel Bryant and George Anderson.

The Highlights

Looking back on the conference there were many high points that could be singled out for special mention. All participants commented on the wonderful spirit that prevailed. Delegates took their duties seriously and yet managed to have a good time while they worked. One group voluntarily

passed up coffee breaks arranged for delegates in favor of more group study time! The demonstrated ability of men and women to work together on common problems was mentioned many times in a variety of ways.

"Men and Women working together harmoniously"
"Men and Women working together at last"
"Unanimity of thinking of men and women"
"The way the whole group—men and women, from all areas worked for a commo nviewpoint"

are typical of some of the comments on this point listed by participants.

One group leader summed up this point as follows: "For those individuals who have had little opportunity to work with co-workers of the opposite sex; it must have been a revelation to see how much we all had in common."

An analysis of the topics submitted in advance by delegates as possible discussion subjects revealed they could be classified into the four major areas of philosophy and objectives, administration, program and evaluation. Therefore it was agreed that these four sub-groups would be established within the conference as discussion groups.

No doubt the reason for fine committee reports after only about 10 hours of group meetings was due to the fine leadership within the various groups and the splendid attitude of participants as exemplified in the following statements culled from delegates evaluation sheets:

"The democratic process of give and take—no effort made to force a pre-conceived pattern"
"A respectful attitude toward others opinion and a sincere desire upon the part of all members to make whatever contribution they could"
"The desire of all to work together and reach agreement in spite of firm convictions of long standing"
"Good feeling among participants"
"Everyone seemed dedicated to *attend, give* and *work* and I mean *work*"
"The recognition of the worth of the problem with which the conference was concerned"
"The extent to which morally and ethically sound precepts prevailed in due time and after due consideration"
"The meeting of the minds"
"100% participation—everybody had the opportunity to participate"

An example of how the conference worked on some of its "knotty" problems is expressed in the following excerpt from a letter from one group leader:

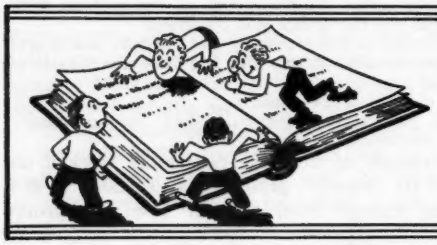
"On most problems, we were able as a group to resolve our differences and to evolve a statement of principle which we all could support. This was not the case, however, in regard to the length of the requirement. A time requirement, with a two year minimum was strongly supported, a few wanted a proficiency requirement, while still others held out for continuous experiences in the instructional program in physical education throughout the individuals time in college. The latter group finally marshalled enough votes to win within the committee but when the principle was presented to the entire assembly, the phrase "instructional program" was deleted".

Outside the framework of actual conference meetings the conference luncheon in Aldo's Cafe under the grape arbor and the impromptu singing of the quartet will long be remembered. Guy Nesom's prestidigitation and legerdemain, the "Washington at Night" trip and the wonderful job of the staff in the National Office in making our stay a very pleasant and profitable one should not be overlooked. And who will ever forget the 93 degree temperature and 97% humidity in October!

Concluding Statement

Proceedings of the conference will be available early in 1955 and a joint implementation committee of the three sponsoring associations will concern itself with vigorous and continuous promotion of the total implications of the conference.

Conference on College Physical Education



BOOK Reviews

Edited by K. W. Bookwalter

Allen, Ethan, Moore, Jim, Anderson, Forrest, and Canham, Don, *Major Sports Techniques Illustrated.* New York: A. S. Barnes and Co., 1954, 470 pp., $5.00

The fundamental techniques of baseball, football, basketball, and track and field are analyzed. Each of the four so-called major sports is interestingly presented in a separate section by a well recognized coach.

Expertly illustrated, paragraph by paragraph, this book will be of interest to the average fan as well as the beginning coach. It should be of particular value to the athlete striving for proficiency in the several sports.

In addition to the playing fundamentals, rules, strategies, and terms are covered.

Direct and to the point, this volume belongs in every sports' library.

HARRY FRITZ

Athletic Institute, *The Recreation Program,* Chicago The Athletic Institute, 1954. 342 pp. $2.00

Another authoritative cooperative workshop product of the Athletic Institute. It brings under one cover the latest on the nature, function, principles, and program of recreation.

Lay and professional workers, students and teachers, and the interested public will find this source most informative. Physical education workers will find much of value herein.

Arts and Crafts, Dance, Drama, Games-Sports-and Athletics, Hobbies, Music, Outdoor Recreation, Reading-Writing-and Speaking, Social Recreation, Specialized Events, and Voluntary Service are outlined as essentials of the balanced program

Each is defined and exemplified and practical suggestions are outlined for their organization. In addition each chapter contains resources for the further or specialized study of any area.

The book is splendid, concisely and clearly written. It appears to be one of the finest general sources in the field of recreation.

K. W. BOOKWALTER

Cassidy, Rosalind, *Curriculum Development in Physical Education,* New York, Harper and Brothers, 1954. 399 pp. $4.50.

While based on an earlier text concerned with cooperative curriculum revision this book is by no means a mere revision of the former one. It proposes the principle that teachers must participate in program improvement and at the local level.

Part I deals with an overview of curriculum practices. Part II is concered with the foundations for curricular procedure. Part III shows the step by step procedure in curriculum planning.

A selected and classified bibliography supports this progressive viewpoint.

K. W. BOOKWALTER

Doell, Charles E., and Fitzgerald, Gerald B. A Brief History of Parks and Recreation in The United States, Chicago, The Athletic Institute, 1954. 129 pp. $2.00.

In spite of some overlapping, this short treatise is an interesting resume of the growth of recreation from the formal garden for the wealthy lords in Europe to the present functional combination of beauty and play facilities in parks and community centers in this country.

The growth of the profession in personnel facilities, finances, organization and professional training is shown. One gets a cultural insight into a broad social trend in this country borrowed from a previous narrow provincial view in Europe.

K. W. BOOKWALTER

Hughes, William Leonard and French, Esther; *The Administration of Physical Education,* New York, A. S. Barnes and Company, 1954. 383 pp. $4.50.

The text presents standards and policies in the administration of physical education for both sexes, on all levels, in all phases of the program.

Its eighteen chapters and appendix include nature of organization and administration, state responsibility, personnel, program, class organization, supervision, special physical education, intramurals, interscholastic and intercollegiate for men and for women, recreational physical education, evaluation, equipment, facilities, finances, office management, public relations, and field and course dimensions. A concise, practical, helpful, stimulating resume of administrative problems in physical education. K. W. BOOKWALTER

LANGTON, C. V., and ANDERSON, C. L., *Health Principles and Practice*, St. Louis, C. V. Mosby Company, 1953. 417 pp. $4.25.

This text deals primarily with health principles and practice rather than traditional physiology. It recognizes the reciprocal natures of personal and community health. It aims at well informed citizens rather than health experts.

Its chapters are concerned with: changing concepts and approaches in the field of health, heredity and engenies in health promotion, mental health for the normal citizen, nutrition in health promotion, exercise fatigue, rest, safety for health promotion, health aspects of aid and sunlight, special problems of personal care, sex and reproduction, poisons of everyday life, communicable disease control, international and national health services, state and local health services.

While the interrelationships of chapter parts could be better indicated there is a refreshing newness and appeal to the general treatment of content.

K. W. BOOKWALTER.

MUNN, CLARENCE, *Michigan State Multiple Offense*, New York, Prentice Hall, Inc., 1953. 211 pp. $3.95.

A complete detailed description of the offensive football of the Michigan State Spartans is presented in this new book by Clarence Munn, head football coach of Michigan State College.

Coach Munn presents his simplified numbering system which permits the multiple offense to be used effectively. Other chapters are concerned with offensive line play, backfield play, team running offense, passing attack, the kicking game as an offensive weapon, and a chapter is devoted to organizational procedures used to develop this type offense. Photographs and play diagrams are used to give the reader a more thorough understanding of the multiple system.

Football coaches will find this a valuable book to the literature of football, and prospective coaches will find it both instructive and suggestive.

GEORGE COUSINS.

WILSON, CHARLES C., Editor, *School Health Services*, N.E.A., Washington, D. C., and A.M.A., Chicago 1953, 486 pp. $5.00

School Health Services, the result of another joint committee effort, is an up-to-date comprehensive guide for school health procedures It furnishes a ready and adequate reference for school health personnel and an appropriate textbook for use in the preparation of such personnel.

The eighteen chapters deal with various aspects of the health service program including health services in today's schools, health appraisal, dental and mental health services, health counselling and follow-up and adjusting programs to individual needs, some special health problems, emergency care procedures and communicable disease control, health services in physical education and camping, health of school personnel, administrative aspects, evaluation, legal and legislative considerations, and evolution of health services. In view of its importance a special chapter is devoted to school sanitation in general and special attention is devoted to Swimming Pool Sanitation.

Numerous timely illustrations add to the ease of interpretation while each chapter closes with suggestions for further reading. Appropriate recognition is given members of the joint committee, contributors, and consultants. A good index increases the usefulness of the book.

School Health Services is a *must* for the library of every teacher education institution and for every member of the school health staff.

J. K. RASH.

VAN DALEN, DEOBOLD B.; MITCHELL, ELMER D.; BENNETT, BRUCE L., *A World History of Physical Education*, New York, Prentice-Hall, Inc., 1953. 640 pp. $7.90.

This book gives a complete historical-philosophical evaluation of health, physical education, and recreation from prehistoric man down to the present time, throughout the world.

Each chapter is set up in the following pattern: (1) The historical, cultural, and social background of each era, showing how man's environment has influenced his philosophy of life; (2) the general aims of education based on the philosophy of that era; (3) the aims of physical education as they are naturally influenced by the general education aims; (4) the promotion of physical education through institutions and other agencies, emphasizing how physical education is transmitted to society; (5) the program of physical education, and (6) the methods used to aid the children in obtaining their desired goals. This method of presentation clearly shows the relationship of one topic to another and facilitates the location of material for any person interested in the development of one particular aspect of physical education.

This book is probably most valuable for seniors or graduate students, but should be available as a reference book for all orientation courses in physical education, and should be added to the library of every instructor.

VIRGINIA C. SMITH

It's a Joke, Son!

It takes very little to please some folks. There was the firefly, for instance, who learned to fly backwards and, while practicing, flew into an electrician. He was delighted. —Insider

Who's Who in Our Profession

Edited by K. W. Bookwalter

RUTH ABERNATHY

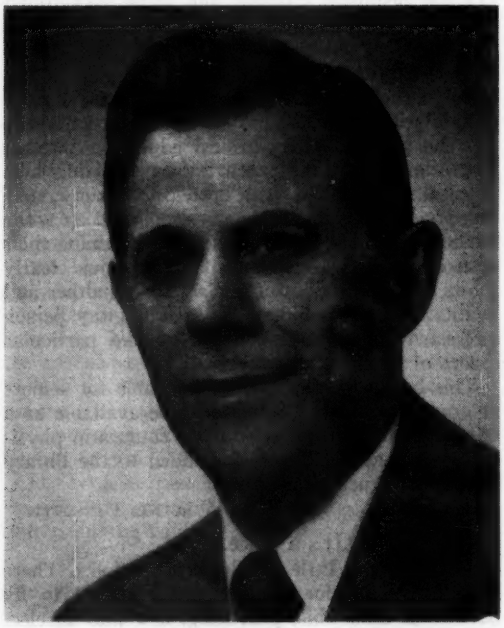
DR RUTH ABERNATHY was born in Shawnee, Oklahoma, July, 1908. She received the A.B. degree from the University of Oklahoma in 1929; the A.M. degree and the Ph.D degree from Columbia University in 1931 and in 1943 respectively.

After teaching physical education in Oklahoma City at North Illinois State Teachers College and at Christodora House, New York City, she served the New York State Education Department as Supervisor of Health Education and Physical Education. She was an Associate Professor of Physical and Health Education at the University of Texas from 1947-49. She is presently Associate Professor of Physical Education, University of California, Los Angeles.

She has served as a member or as a chairman of many groups such as: Society of State Directors; National Conference on Graduate Study; National Conference on Planning Facilities for Athletics, Recreation, Physical and Health Education; N.E.A., Association Physical Education College Women; Public Health Association; and the School Health Association; Dr. Abernathy is president of the American Association for Health, Physical Education, and Recreation.

She has contributed many articles to educational journals, to many manuals, bulletins, yearbooks and reports.

Honors include election to Pi Lamba Theta, Delta Kappa Gamma, the American Academy of Physical Education, and a Fellow in the American Association for Health, Physical Education, and Recreation.



RANDOLPH W. WEBSTER

RANDOLPH W. WEBSTER was born in Rushville, Indiana, November 18, 1900. He received the B.S. degree in 1928, the M.A. degree in 1930, and the Ph.D. degree in 1940, all from the University of Michigan.

His professional experience includes serving as Instructor at the University of Michigan, 1929-40; Professor, Chairman of Graduate Study, and In Charge of Physical Reconditioning Program, 1940-1947, and Acting Dean, School of Physical Education and Athletics, 1943-44, West Virginia University; and Professor in charge of graduate studies, Michigan State College, 1947 to date.

Dr. Webster has served as president of the West Virginia and Michigan Associations. He is a member of the AAHPER; College Physical Education Association; Phi Epsilon Kappa; and Phil Delta Kappa. He has served on the Editorial Board of *The Physical Educator* and on many local, state and national professional committees.

He has contributed articles to the *Journal of Health and Physical Education, The Physical Educator, The Research Quarterly,* and the *Athletic Journal.*

He is listed in *Who's Who in American Education* and *Who's Who in the Midwest.*